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ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES
INTERNSHIP SUPERVISORS HANDBOOK

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GUIDELINES FOR "TEACHING-CHURCHES" AND ATS INTERSHIPS



The purpose of the internship experience is to provide our students with a practical field experience under qualified pastoral supervision and lay evaluation. The selection of a “teaching-church” is the student’s responsibility, and the selection of the student intern is the responsibility of the local church. The Supervised Ministries Office is the facilitator in the process. We encourage churches to this program, and we help students who are in search of placement.

The internship experience can be a period of 10-13 weeks (SM701), followed by an extended period of 26 weeks (SM701) if desired. For each period, students can earn six academic credit hours. This means students can earn as many as twelve credit hours in internship experience. The length of the internship period is agreed upon by the local church and the intern. This is usually determined by the stated program and schedule of the local church.

The seminary does not require fixed financial obligations for the placement in this program. This is the responsibility of the church in agreement with the student. Generally the church assists in the following areas:

Transportation: To and from the placement, and expenses or vehicle for travel during the internship period.

Lodging: Where housing is necessary this is arranged by the placement in consultation with the intern.

Stipend: Payment to the intern for services is not part of Asbury’s plan. It is expected that cost of living be provided according to the student’s needs. Usually longer-term internships provide some stipend beyond the required expenses.

Materials are furnished to pastors and their congregations explaining the internship process and schedule. Interns are provided with a Handbook, which includes all necessary information for student and local church expectations.

Requests for more information should be directed to the Office of Supervised Ministries, Asbury Theological Seminary, Wilmore, Ky. 40390.

AN OVERVIEW OF THE INTERSHIP PROGRAM

Course	Length	Credit
SM 701	13, 30-hour weeks (or approved equivalent)	6 semester hours
SM 702	26, 30-hour weeks (or approved equivalent)	6 semester hours

Internships are supervised experiences in ministry based on an action/reflection model. They require full-time involvement in ministry (at least 30 hours per week) with weekly on-site supervision by a Seminary approved field supervisor. A prerequisite for all internships is the completion of SM610 (normally), and the approval of the Director of Supervised Ministries.

Components of the internship experience are:

Placement: A position which will permit at least 30 hours per week in ministry. It may be a parish, a mission or other specially arranged placement which fits the ministry needs of the intern.

Supervision: The intern is to spend one hour per week with a seminary approved field supervisor in a formalized supervisory conference. Guidelines are available to give direction to this process.

Learning

Covenant: Part one is a “Supervisory Contract” outlining basic job responsibilities and specifying time commitments of both supervisor and intern. Part two is a statement of “Learning Goals, Strategies and Standards” to be prepared in outline form according to directions set forth in the course handbook.

Local Church Lay

Committee: A committee of three or more representative members of the congregation will be selected to work with the intern for the duration of the assignment. The supervising pastor will be guided in selecting and utilizing this committee by reviewing the booklet, “Lay Leadership for Ministry Training,” which is available in the Supervised Ministries Office. The Local Church Lay Committee (LCLC) will meet at least three times with the intern and will complete a mid-term and a final evaluation to be submitted according to the intern’s schedule of due dates. (See pg. 8 for LCLC agenda).

Dialogical

Journal: A journal is to be kept according to guidelines in the student handbook. The journal is to be submitted at regular intervals, along with periodic written exercises which make use of journal materials.

Supervision

Log: The log serves as a summary of each week's supervisory session and will be submitted according to the intern's schedule of due dates, but no less often than every two weeks. Forms are included in the student handbook.

Case Studies: One case is to be prepared during each 13 week period, and to be submitted as agreed upon by the due dates.

Evaluations: For a 13-week internship, the Local Church Lay Committee (only) is to complete a mid-term evaluation. Internships of longer duration require a mid-term from the Supervisor, intern, and Local Church Lay Committee. All internships require final evaluations from the Supervisor, intern, and Local Church Lay Committee. All evaluations are to be submitted to the Director of Supervised Ministries according to the intern's schedule of due dates.

Closure

Experience: Debriefing is scheduled for all interns upon their return to campus. The format varies according to the time of year, number of interns, etc. Students unable to return to campus within a reasonable time following completion of their work should negotiate with the Director for an alternate closure experience.



GUIDELINES FOR SUPERVISORS OF INTERNS

Students involved in internship courses at Asbury Theological Seminary must meet requirements in two contexts. First, they are to be involved in full-time ministry under regular supervision. Secondly, when their field experience is completed and the students return to campus, they are then involved in debriefing sessions designed to bring closure to the field experience and continue the integrative process of theory and experience already begun in the field.



As an intern supervisor you are a vital part of this process. As one field supervisor described himself and his church, you are our “seminary on the street.” You are the key factor which determines whether or not an experience is “field work” or “field education.” Your weekly supervisory session with the intern is one of the most important learning structures in the entire process.

Your student has no doubt discussed his/her course requirements with you. However, it may be helpful for us to spell out more specifically the Seminary’s expectations of you:

1. Very early in the internship, or even before the internship begins, you are asked to negotiate a “Learning Covenant” with your intern. A form is provided for this purpose. This covenant should state as specifically as possible the job expectations you have for the intern. Then, within the context of that job description the intern can set his/her learning goals which s/he hopes to attain during the internship. Your supervisory role can begin at that point as you help the intern identify realistic and measurable goals. This is important, for the contract will become a reference point for you and the intern throughout the internship, particularly as you come to evaluation times when you will evaluate whether or not goals were reached.

The Learning Covenant should be prepared in triplicate - one copy for you, one for the student, and one for the Seminary. The Seminary copy will be due within two weeks after the beginning of the internship. Once completed, the contract is re-negotiable, but requires the consent of all three parties.

2. Competent on-site supervision is one of the key learning structures in an internship experience. For this reason, the weekly one-hour supervisory session is a firm requirement for the supervisor and the student. This is a part of our contract with you and your student, and your acceptance of an intern implies you are agreeing to give him/her at least one hour of supervision each week throughout the period of the internship. In those instances when it is impossible or impractical for you to meet with your intern for a weekly session, or in instances of vacation, a lay committee or other qualified person may serve as supervisor during that time.

To aid you in the supervisory relationship, the following are enclosed:

- a. **Some articles on the nature of supervision:**
- b. **A sample of the reporting form which is used to log and summarize a supervisor session;**

We also encourage you to have the intern bring a brief (one or two paragraphs) experience report each week as a way of structuring his/her input into the agenda for each supervisory session. (This is only an option, not a requirement.) The experience should be one in which the intern was personally involved and about which s/he has either strong positive or negative feelings, or which has raised questions for the intern. If the intern wishes to bring something from his/her journal, that materials would serve the same purpose. Using the intern's data will enable you to know him/her better and put you in a good position to make an evaluation when that time comes.

- 3. Giving feedback should be a continual part of the supervisory process; however, it is helpful for all concerned to formalize the feedback with written evaluations. These evaluations will be made at, or near, the end of a 13 week internship. In the case of internships longer than 13 weeks, evaluations will be made at mid-term and the end of the internship. Final evaluations are due within 10 days after the end of the internship. Mid-term evaluations will be due within 10 days after the middle of the internship period.

In addition to your evaluations of the intern, the intern will fill out a self-evaluation, and also be evaluated by the intern's Local Church Lay Committee.

Forms are provided in the student handbook for all of these evaluations.

Because of the value of this formal feedback, it is expected that all evaluations made by the supervisor, the Local Church Lay Committee, and the intern will be discussed with and by the intern before the evaluations are forwarded to the Seminary. To bring attention to this process, there is a space for signature on the intern's self-evaluation and a space for the intern's signature on your evaluation. The presence of the signatures will indicate that all parties are aware of the content of the evaluations.

Our experience has shown that most feedback from supervisors and lay committees is slanted in the positive direction. None of us wants to cause others discomfort, so our evaluations tend to omit that feedback which might be confrontational. When we receive evaluations that describe an intern only in glowing terms, however, we wonder how objective the evaluator has been. All of us, including our interns, have growing edges and additional gifts and potential to be actualized. We need the honest, caring perceptions of others to help us in our development. The writer of Proverbs understood well when he wrote, "Iron sharpens iron, and one man sharpens another."

May we encourage you, then, to be objective and as thorough as possible in giving feedback to your intern. We all have a need for affirmation, but it usually takes both caring and confrontation to stimulate growth.

It may be that questions will arise. If so, please feel free to contact the Office of Supervised Ministries.

We do indeed appreciate your willingness to work with our students. We hope it will be a mutually beneficial experience for all concerned. This much we know--we need a "seminary on the street," and you are helping us fill a very vital role in the training of men and women to serve in the Kingdom of our Christ.

LOCAL CHURCH LAY COMMITTEE AGENDA

(This section should be reproduced and a copy given to each member of the Local Church Lay Committee.)

I. SELECTION

- A. Special committee appointed by pastoral supervisor or church board.
- B. A standing church committee can serve as the Local Church Lay Committee.
- C. In cases where more than one student is assigned to a church, each student is required to have his/her own lay committee.

II. INITIAL MEETING

This first meeting should take the form of an orientation to assure basic understanding of the role and responsibilities of the LCLC. Items to be reviewed are:

- A. Lay Leadership for Ministry Training.
- B. Student Handbook, page 3. Note especially the sixth paragraph.
- C. Monthly meeting with the student.

III. MONTHLY MEETING

The student is to lead these meetings and present the agendas. These meetings are to be scheduled for the beginning of the month.



First Month:

- 1. Review Learning Goals in light of student's assigned responsibilities and activities.
- 2. Committee feedback, questions, and suggestions.

Second Month:

- 1. Student reports activities and discusses progress with Learning Goals. Which activities were most meaningful?
- 2. Committee feedback, questions, and comments.

Third Month:

1. Review Learning Goals and report on their fulfillment. Student gives personal assessment of the semester experience.
2. Committee reviews with students and offers feedback.

IV. FINAL REPORT BY LOCAL CHURCH LAY COMMITTEE

THE FIELD SUPERVISOR

Because of your experience and gifts you have been invited to share with us in the very crucial opportunity of training men and women for ministry. Our program is called Supervised Ministries. That term highlights the essential part that the supervisor plays in this training process. As a supervisor you will draw upon a variety of skills. At times you will be a trainer, resource person, consultant. But in and through it all, we hope you will see yourself as a facilitator and guide who oversees the student's work with an eye toward the full development and utilization of his/her God-given gifts and graces for ministry.

For many of our students this will be their first exposure to the work of "pastoral ministry". They may have served voluntarily in their local church as a church school teacher, choir member, youth group officer, etc., but they will not have had exposure to the broad range of ministerial tasks and responsibilities which are a part of a pastor's daily life. It is very important that they have an opportunity to do (and to observe other competent people doing) this kind of ministry. Certain tasks of professional ministry may best be learned in this practical way. It will also provide an opportunity for many who may be uncertain to test their calling.

By placing students under supervision in "teaching parishes" or "teaching placements", we are working under several assumptions:

1. That people learn from experience as well as through books. In supervision, we attempt to assist students in the examination of their acts of ministry/service in order that they might learn from them.
2. That in an educational setting the supervision of task performance will stimulate people to learn from those tasks and will bring about changes within themselves.
3. That people always learn within the context of their relationships with others. Supervision provides a relational context in which learning can take place in a realistic manner.
4. That learning which occurs in a supervised field setting can be transferred to other situations which the supervisees will face when they are beyond formal supervision.

The above four assumptions are foundational for the important ministry of supervision.

When you have accepted the challenging responsibility of being a field supervisor, the Seminary asks three things of you:

1. That you work with the student in the shaping of a **“Learning Covenant”**. This covenant will be the basic working document of the teaching placement.
2. That you spend at least one hour per week in individual supervision, termed a **“Supervisory Session”**.
3. That you prepare and submit a **"Final Evaluation"** of the student's performance, utilizing the instrument provided by the Seminary.

The remainder of this document is designed to give you more information concerning these areas of responsibility.

THE LEARNING COVENANT

The starting point for your work as a supervisor will be the student. This contrasts Supervised Ministries with what used to be known as "field work". In those days the starting point was the job to be done. Supervised Ministries, on the other hand, has its focus on the student who is with us. In collaboration with the student a Learning Covenant will be fashioned which will: 1) Express the learning goals which the student brings to the placement; 2) Clarify methods which will be used to work toward those goals and 3) Specify criteria (where appropriate) which will be used to measure the attainment of the goals.

1. The seminary will ask each student to make a personal assessment in terms of their growing edges. Out of this the student will be asked to formulate learning goals which they will bring to the Supervised Ministries placement. A learning goal is an interest or a desired result and it is broad in nature. It is a declarative statement which relates to questions such as "What do I need to know? What experiences do I hope to have? What would I like to learn out of this semester's experience in this placement?" The learning goals will shape the basic working document at the field placement.
2. The supervisor will consult with the student on the basis of the student's learning goals and together they will construct a list of mutually acceptable methods for the accomplishment of those goals. A method differs from a goal in that it is a shorter statement of a more specific strategy/way of working toward the goal. There will usually be one or more proposed methods listed under each learning goal. There are two essentials in writing a good statement of method. It should express in concrete, specific terms one task which relates to the accomplishment of the goal, and it should be realistic in terms of the placement.

3. Under some methods, the supervisor and student will want to formulate certain criteria. A criterion represents a before-the-fact agreement, between the supervisor and supervisee as to results which will be considered satisfactory. This provides some objective to determine whether certain goals have been accomplished. Following is an example of the Goal-Method-Criterion format:

I. I want to feel more comfortable doing pastoral visitation. (Goal)

A. I will do some general pastoral visitation. (Method)

1. I will make pastoral calls with the supervisor for one week. (Criterion)
2. I will visit two families a week for the rest of the semester. (Criterion)

For more detailed information, consult "The Covenant for Learning" section of this packet.

It must be cautioned that learning goals often deal with qualitative matters that do not easily lend themselves to objective, measurable analysis. What we are striving for, however, is a specific plan of action which will enable the students to move toward the fulfillment of the learning, goals. The final form of the document should not be thought of as immutable, but throughout the supervisory experience it could be revised through consultation between the supervisor, the student, and the reflection seminar leader. It will serve as a reference point throughout the student's field experience. The Learning Covenant should be prepared in triplicate within two weeks using the format described above. A copy will be kept by the student, one by the supervisor, and one by the reflection seminar leader. A "Supervisory Contract" form (sample enclosed) is to be attached to the seminar leader's copy of the Learning Covenant.

THE SUPERVISORY SESSION

The second requirement which the Seminary makes of the Supervisor is that ***regular weekly supervisory sessions be held with the student***. These sessions will be approximately one hour in length. We believe that these times are a key learning structure in theological field-education. They are a firm-requirement for every placement. By accepting a student you are contracting with him/her and with the Seminary that you will personally give the contracted supervision each week throughout the period of the placement.

This session will focus upon the integration of the student's ministry experiences in light of his/her Learning Goals. It will also provide an opportunity for theological reflection.

THE EVALUATION

All field supervisors are considered as adjunct faculty and have proportionate authority in evaluating the student's participation in the program. Written evaluations will be made and submitted at the end of each semester. Forms are provided in the students handbook for this purpose. Evaluation, however, should be a continual part of the supervisory process. The ongoing nature of this evaluation will mean that there will be no "surprises" for the student at the end of the semester.

Evaluation comes out of the spiritual relationship in which the supervisor's desire is the full development and utilization of the student's gifts and graces for ministry. Because of the tremendous significance of this objective, an evaluation cannot be taken lightly, nor can persons be treated arbitrarily. The evaluation will be a creative, challenging process by which new growing edges are clarified through love.

Our experience has shown that most evaluations from supervisors and lay committees are skewed in the positive direction. None of us likes to cause others discomfort, so our evaluations tend to omit that feedback, which might be confrontational. However, when an evaluation of a student's ministry speaks only in glowing terms we tend to wonder how objective the evaluation has been. All of us, including our students, have our additional gifts and unused potential. We also have our "blind spots" and our weak points. For this reason we need supervisors who function as mentors and guides to help students discover new inner resources for God's work. The writer of Proverbs expresses this truth graphically: "Iron sharpens iron, and one man sharpens another."

We value this ministry highly, and we rejoice that you can join us in this challenging opportunity. Some have called this program a "seminary on the street." We like that phrase, and believe this kind of training is absolutely essential in preparing men and women for the service of Christ.

NOTE: Pages 14 through 17 are duplicates taken directly from the Student Handbook for your information.

THE COVENANT FOR LEARNING

The COVENANT FOR LEARNING is the basic structure around which the placement experience is organized. It consists of two parts:

1. **The Supervisory Contract**, a formal document which clarifies the expectations as well as the tasks of supervisor and student. Directions for completing the contract are given below. The form itself is located at the end of the student's handbook.
2. **The Learning Goals Outline**. Instructions for preparing this outline are detailed on the following page.

This two-part COVENANT FOR LEARNING is to be prepared in triplicate, with a copy for the reflection seminar leader, one for the student, and one for the field supervisor.

PART I: DIRECTIONS FOR PREPARING THE SUPERVISORY CONTRACT

The first part of the COVENANT FOR LEARNING is the Supervisory Contract. It specifies the commitments made by the supervisor and the supervisee. One contract form is provided at the end of this handbook. It is to be removed from the handbook, completed, and signed by both parties involved. You will then need to make two additional copies, since a copy of this contract should accompany each copy of the Learning Goals Outline.

The Supervisory Contract highlights the teaching function of the field supervisor. The supervisor is considered an adjunct faculty member and functions as a mentor -- a kind of guide, trainer, facilitator -- in the student's learning process. He/she also represents a church or institution and must see that its purposes are carried out, that given tasks are accomplished, and that guidelines are followed. With these responsibilities in mind, there are two dimensions to the supervisor's section of the contract:

1. As the seminary representative, he/she covenants to give at least one hour of supervision each week with particular focus on the student's learning goals;
2. As the representative of the church or institution, he/she gives the student permission to perform certain functions at the placement and promises to give administrative oversight to the student.

The student's section of the contract emphasizes the importance of the attached learning goals. It becomes a kind of job description, and delineates the student's expectations for the field experience, and his/her commitment to serve the placement in specific ways.

PART II: DIRECTIONS FOR PREPARING THE LEARNING GOALS OUTLINE

One of the premises of Supervised Ministries is that learning is most effective when ministry is approached in an intentional way. The educational process is facilitated when specific learning goals, methods, and criteria are established by the student in consultation with the field supervisor.

The Learning Goals Outline is to be written in outline format (see sample). For purposes of preparing your goals, the following definitions are applicable:

Learning Goal: A purpose; a broad objective. Goals are to be formulated in terms of the student's aspirations. They answer the question, "In what areas do I wish to grow during this experience?" (Knowledge? Understanding? Competence?) These broad objectives become the roman numerals I, II, etc., in the outline.

Method: A strategy for pursuing the goal; a plan of action. Methods are designed to answer the question, "In what ways will I go about working toward each stated goal?" Methods will be listed for each learning goal using capital letters A, B, etc., in normal outline format.

Criteria: Standards; targets. These form the basis for making decisions of judgments about the extent to which goals have been attained. Criteria are specific, concrete, measurable. They answer the questions, "What are the task? When will I do this?

Where?

What resources will I use?" etc. Criteria will be listed for each method using Arabic numerals 1, 2, etc., in the outline.

The student is encouraged to set goals in a number of areas, keeping in mind limitations of time and setting. Some suggested categories are:

Professional development (skills, knowledge)

Personal growth (confidence, self-understanding, interpersonal skills)

Supervisory relationship (roles, expectations, nature)

Reflection/integration processes (case studies, consultation, research)

Spiritual development (gifts/graces, spiritual disciplines, confirming call)

Others as identified by student.

The student will carry several learning goals to the placement. Each person's goals will be unique, determined by his/her own particular growth needs and the limitations of the placement in which he/she serves. The following steps are suggested for preparing a statement of learning goals, methods, and criteria;

- | | |
|-----|---|
| for | <ol style="list-style-type: none">1. Prayerfully consider the areas in which you feel the greatest need to grow this semester (in relation to your placement). These growth areas might be any of those listed above or other which are important to you.2. Write your growth needs as <u>learning goals</u>, using complete sentences.3. Consider the possibilities of both the placement and seminar settings, and write one or more <u>methods</u> for working toward each of your learning goals. This step will probably require consultation with seminar leader and field supervisor.4. Discuss your goals and methods statement with your field supervisor. Out of this consultation fashion <u>criteria</u> of targets which will serve as acceptable standards
the measurement of progress toward your goals. Weaknesses in the goals usually have to do with fuzzy criteria of ill-defined targets. Strive for concreteness and specificity, and the usefulness of the document will be greatly enhanced.5. Your final statement of goals will be written in outline form, prepared in triplicate, and attached to the Supervisory Contract. |
|-----|---|

SUMMARY

These two parts, the Supervisory Contract and the Learning Goals Outline, make up the student's COVENANT FOR LEARNING. This covenant becomes the basic working document for the Supervised Ministries experience. It spells out the expectations of the student and of the supervisor. It gives direction and definition to the supervisory process and will serve as a basic resource for the weekly interview sessions. It will also be used in a final assessment of the student's work. At that time the student, the supervisor, and the seminar leader will review the goals to determine which criteria were met, and to what extent the student has reached his/her objectives.

The covenant may be revised at any time during the semester. All revisions are subject to the approval of the supervisor, the student, and the reflection seminar leader.

THE SUPERVISORY CONTRACT

Asbury Theological Seminary
Supervised Ministries Program

Student's Signature _____ Date _____

Supervisor's Signature _____ Placement _____

INSTRUCTIONS: The supervisor and the student are to initial each section so as to indicate that both parties are in full agreement with the Covenant for Learning. Attach the Learning Goals Outline and make copies for the Supervisor, the Student, and the Seminar Leader by the due date.

SUPERVISOR'S COVENANT

1. I agree to give you approximately one hour per week of supervision of your experience in ministry with particular focus on the learning goals you describe. I agree to the following time for supervisory sessions:

DAY: _____ TIME: _____

2. I, and the Institution I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (Attach Learning Goals)

Supervisor's Initials

Student's Initials

STUDENT'S COVENANT

1. I agree to give _____ hours per week on _____ (day of the week) from _____ to _____ (time) during the period _____ (dates) in responsible performance of the above-described functions and in responsible participation in the above described supervisory processes.
2. I am also committing myself to the Learning Goals Outline, which is attached. I expect to fulfill these goals within the context of this field experience. I realize that this Covenant for Learning may be re-negotiated at any time and that I am to send to my Reflection Seminar Leader the updated covenant.

Supervisor's Initials

Student's Initials

THE ROLE OF SUPERVISION IN FIELD EDUCATION PROGRAMS

One of the most important tasks of a good supervisor is to help student interns reflect critically on their ministry. Through this reflection, students are helped to grow in self-awareness, professional skills, and theological meanings.

More than anything else, the relationship between the supervisor and the student is important. This is the medium through which much learning takes place and through which the supervisory purpose is achieved. This relationship, although instigated and directed chiefly by the supervisor, presupposes openness and a willingness to communicate on the part of the intern as well as the supervisor.

It is through this relationship that the student is helped to reflect on his/her ministry. Supervisor and intern walk through the internship together. The supervisor supports the student during periods of discouragement, encourages free expression of feelings without fear and reprisal and stimulates further efforts at learning through the supervisor's interest and recognition of what the student does well.

The regulations should be sustained by both formal, i.e. regularly scheduled, conferences and informal encounters.

The supervisor has several functions to fulfill in the areas of administering, evaluation, teaching and consulting.

THE ADMINISTRATIVE FUNCTION

The administrative function involves general overseeing of the student's work. The supervisor suggests specific tasks for the student. He/she also informs the student of the normal functioning in the particular placement and the duties of the other members of the staff. The supervisor will help the student's development of ministerial skills.

THE EVALUATION PROCESS

The evaluation process has the primary purpose of teaching. With the supervisor's help, the student is helped to recognize strengths and weaknesses, failures and successes and thus improve his/her effectiveness in ministry in the future. The personal goals of the student can provide many topics for consideration.

THE TEACHING FUNCTION

The teaching function of the supervisor includes the direct transmission of knowledge and information which represent new content for the student. The supervisor will be conscious of his/her role as a more experienced person. The supervisor can also elicit response and criticism

from the other members of the staff. The supervisor would also be open to suggestions and insights of the student.

THE ROLE OF CONSULTANT

The role of consultant is perhaps the most important of these various functions of the supervisor. In a non-directive way, they help the student to reflect on his/her ministry in the light of his/her own feelings, theology, and spirituality.

Some General Supervisory Skills

- 1. Ability to listen.**
- 2. Recognition and ownership of ones own feelings.**
- 3. Ability to enter into the feelings of the student.**
- 4. Openness to the life style of the student.**
- 5. Ability to create a helping relationship.**
- 6. Sensitivity to “where the student is.”**
- 7. Ability to ask the right questions.**
- 8. Ability to wait for the intern’s growth, to resist the temptation to manage his/her life.**
- 9. Recognition of the student’s resistance to growth; ability to know when it is appropriate to probe the resistance and a willingness to do so.**
- 10. General theological knowledge and pastoral insight.**

Some Questions Appropriate to Supervision

These are not intended as a means of interrogation. Rather, they are suggestive of the kind of subjects appropriate to the supervisory relationship.

- 1. What took place?**
- 2. In what way did you respond to the event?**
- 3. How do you feel about what happened?**
- 4. How do you interpret the experience?**
- 5. What can be learned from the incident?**
- 6. What does this have to say about the ministry of Christian faith?**
- 7. How can the continuing situation best be confronted or handled?**
- 8. What is your role as a result of the experience?**

THOUGHTS ON EVALUATION

Evaluation is a process to enable the student to grow professionally. It is not a report card. It is an effort to help the student grow and become more professional by being able to be justly critical of his/her own work, knowing just as surely when he/she has done well as when he/she has done poorly.

It is important that evaluation take place in a supportive, caring supervisory relationship. This kind of relationship creates a climate in which the student feels liked and understood and recognizes that the supervisor's wish is to help him/her grow as a minister of the Church or a missionary.

Evaluation is a continuing process. It is always open and above board. It deals as much with the positive as with the negative. The supervisor must believe in his/her own ability to teach and his/her own experience which establishes the right to evaluate the work of the intern.

Misunderstandings, misconceptions, and other problems in the ministry of the student should be dealt with as they occur, enabling the student to cope with them. Then the student develops a sense of trust that comes from knowing where he/she stands. The supervisor moves with caution, introducing the problems he/she senses only when he/she believes it wise and necessary to do so, and then proceeding with warmth, but wise firmness. Although it will never be easy for a supervisor to point out problems during the semester, his/her concern for the student's development should outweigh the discomfort. The formal written evaluations made at the end of the semester are very important to the program. Yet, we lose perspective if we conceive this as of ultimate importance. It is, in truth, only a summing up of all that should have gone before. Ideally, there should be no surprises from the supervisor for the student in the final evaluation.

Finally, students have a responsibility for their own learning, and though we assist them, we enable them to grow by helping them to understand their progress at each step of the way. In the end, evaluation is a positive force in the student's whole learning process.

**THE WEEKLY SUPERVISORY CONFERENCE
SHOULD FOCUS ON THE STUDENT'S
PERFORMANCE IN LIGHT OF HIS/HER STATED
LEARNING GOALS.**

THE SUPERVISORY CONFERENCE*

The regular conference between student and supervisor in the heart of Field Education. It is here that field work can become Field Education. In 1971, Gordon Charlton defined it this way - "Supervision (as consultation) in an extended conversation at regular intervals in which the student and the supervisor engage in a detailed analysis of concrete examples of ministry in an effort to further the student's developing ministerial competence."

Within the extended conversation, supervisor and student hold up to the light pieces of behavior, moments in ministry by the student, and gently but steadily turn the experience so that, like a jewel, every facet can be examined. Some experiences or work are more multi-faceted than others, but in almost all work done by the student there are the facets of :

1. **Professional skills - How-to-do-it?** Here the concern is on the behavior itself. Was the lesson read so that it could be heard? Was it correctly introduced? Were biblical names pronounced correctly? Or, in a teaching situation, what led up to the problem of discipline? Was there adequate lesson plan? Were the children's needs being met? Was it only one child? What is this child's background? How do you handle an unruly child in class?
2. **Professional Identity - Who am I?** Here the concern is more feeling oriented. Each student must not only learn to do things, but must begin to feel some security in the performance of his/her duties. If uneasiness persists, it may mean that that facet must be examined closely.
3. **Vocation as an ordained person** - The concern here is that deep question, "Is this for me?". Does the student truly feel called to serve God as a consecrated minister of the Church?
4. **Theological Reflection** - As the experience is reviewed, one facet is in the question, "Where is God in all of this?". As students study theology, they will begin to recognize that the classical Christian ideas of grace and faith and love and sin do have experiential roots and experiential consequences. To be able to help a student see the theological dimension of an ordinary parish situation is a most exciting moment of learning.

* This information was obtained from Professor William Pregnall, Virginia Theological Seminary, Alexandria, Virginia, at a workshop he conducted at the 1975 Biennial Consultation of Theological Field Education, Fort Worth, Texas.

These previous four facets of examination do not take place automatically. The supervisory conference is a disciplined occasion and requires certain ingredients if the mixture is to feed the student.

1. **RAPPORT** and **TRUST** between the supervisor and student is fundamental. This does not occur overnight. Factors which lead to rapport and trust include clarity of expectations, mutual respect, positive strokes genuinely given and received, sensitivity to feelings, responsibility in performance of duties, being on time and well prepared for supervision, and being open in expressing oneself and open to feedback.
2. **A REGULAR SCHEDULE OF SUPERVISORY CONFERENCES** is essential. The time together should be relatively free of interruption, and only the most pressing emergencies should cause for rescheduling. An hour to an hour and a half is about all the time which can be spent together helpfully.
3. An **AGENDA**, usually brought in by the student, is necessary. That is, every conference is to look at some ministerial behavior. The student brings an account of activity he/she has performed. On occasion, there may need to have written accounts. At times, the supervisor will bring the agenda. This may include feedback he/she has received about aspects of the student's work. Too, it may be related to his/her own style of ministry which may be of help to the seminarian. In every case, however, supervision begins with live data, actual behavior in ministry, which is examined.
4. The **ANALYSIS** of the behavior or the experience takes place at several levels. An alliterative list may help the supervisor keep in mind the possibilities:

Facts - Check for facts which clarify the event in your mind. Check for facts which test the reality of statements such as, "Everybody disagrees with me."

Feelings - Be aware of the student's feelings. Check his/her awareness of his/her own feeling toward others in the experience under discussion. Be aware of your own feelings about the event and toward the student during the discussion.

Fantasies - Ask the student to fantasize about what his intuition tells him/her in the situation. Prod him/her to share hunches about the people in the event. Use fantasy as a means of exploring future alternatives.

Focus - Explore alternatives, but focus on the primary issue, the basic decision to be made, the heart of the problem. Do not solve the problem for the student. That is his/her responsibility but help him/her responsibility but help him/her focus on the central issue.

Future - What are the next steps? Again, don't solve the problem but help the student think of alternative next steps to take. Also, generalizations can be made by the student in terms of future behavior in similar situations. It is to achieve a more competent response to similar situations of ministry in the future that supervision is directed.

It is important to remember that supervision is not pastoral counseling or therapy. It is an educational discipline. Sometimes psychological counseling or therapy might be indicated as a need, but it should be tagged as such and not become the agenda for supervisory conferences. Psychological hang-ups which interfere should be challenged to seek appropriate counseling or therapy. Often, vocation questions are of utmost importance to the student; and; within the discipline of examining actual ministerial behavior, there should be ample opportunity to discuss whether or not the student feels called to ordained ministry.

GUIDELINES FOR PREPARATION OF SUPERVISORY SESSIONS

- A. Am I dealing with my student honestly?
- B. Am I evaluating his/her work?
- C. Am I giving him/her my perceptions of their behavior?
- D. Am I presenting positive areas of success as well as pointing out areas of needed growth?
- E. Am I honest about their failures or lack of accountability?
- F. Have I taken into account how much of the student's productivity or lack of it I can attribute to inexperience?
- G. Am I able to point out character weaknesses such as: stubbornness; lack of common sense; poor pastoral judgment; immaturity; irresponsibility; discourtesy; insensitivity toward others; authority problems, etc.?
- H. Is my advice evasive or direct enough for the student to get the point?
- I. Do I challenge the student's potential? Do I ask if he/she is satisfied with the quality and quantity of the supervision he/she is given?
- J. Do I set aside time to allow the student to respond to me?
- K. Do I balance out "what I say" with "the way I say it"? (cognitive and emotional content of my message) Do I have a feeling tone for this person?
- L. Do I honestly think that the Christian Community can be served by this person later on? Do I point out areas where he/she comes on too strong?
- M. Do I share my own spiritual life with the student?
- N. Do I exercise my authority as I should or am I intimidated by the fact that I am working with a seminarian?

"Pastoral supervision is meant to empower the supervisees to live and to function as a minister of the Lord. The pastoral supervisor serves as a model for that ministry, not necessarily for the student to copy but to use as a point of departure for developing a unique professional identity. This kind of a supervisory relationship requires a great deal of skill and sensitivity and an ability to free the student to develop in his/her own way."

**SAMPLE
SUPERVISION LOG**

WEEK # _____

(Supervisor's Signature)

DATE _____

(Intern's Signature)

1. Time and length of supervisory meeting:
2. Other Supervisor/Intern contacts during week:
3. Work submitted by Intern:
4. Subjects initiated by Intern:
5. Subjects initiated by Supervisor:
6. Theological themes/pastoral issues:
7. Recommendations/assignments for intern:
8. Assessment of progress toward stated goals this week:

Little progress 1 2 3 4 5 Excellent

SAMPLE OF A LEARNING GOALS OUTLINE

- I. I want to be more disciplined in my devotional life.
 - A. I will establish a regular devotional schedule.
 - 1. I will spend thirty minutes each morning in the disciplines of prayer and devotional reading.
 - 2. I will use my journal to log this time.
 - B. I will vary the type of reading material used.
 - 1. I will spend at least 10 minutes in Biblical material each day (more if desired).
 - 2. I will utilize two other devotional resources: Bonhoeffer's Life Together and Elizabeth O'Connor's Search for Silence.
- II. I want to grow in my understanding of United Methodist polity and discipline.
 - A. I will study material related to the subject.
 - 1. I will read and annotate at least ten articles from the "Wesleyan Theological Journal," one each week, beginning June 17.
 - 2. I will read the 1986 Discipline by August 18.
 - B. I will seek to learn from others more knowledgeable in this area.
 - 1. I will participate in the workshop for new pastors scheduled for July 23-26.
 - 2. I will read "pre-conference" materials and attend Annual Conference on June 5-8.
 - 3. I will meet with my District Superintendent for consultation regarding preparations for my first charge Conference, one month prior to the conference.
- III. I want to use my time more efficiently.
 - A. I will avail myself of resources in the area of time management.
 - 1. I will attend a seminar offered by the University community Education Program on June 22-23.
 - 2. Within one month I will consult at least three major sources to get a concept of various approaches to time management, annotating my research.
 - B. I will examine my present use of time.

1. I will keep a detailed log for six days per/week for one month, beginning June 11.
 2. After four weeks I will analyze my time usage - totaling time spent on various functions, comparing this with my stated priorities, seeking to identify cycles/patterns, etc.
- C. I will implement a new plan for time management.
1. On the basis of work done under Goal III A, I will choose an approach and design a two-week plan, to be in effect by July 14.
 2. I will log, analyze, and evaluate time usage at the end of the two weeks.
 3. I will revise the plan, and repeat the two-week cycle as needed, with the intent of having a satisfactory schedule established by the end of August.
- IV. I want to grow in my ability to reflect on my acts of ministry as a means of improving my effectiveness.

NOTE: (This goal may be used as the basis for discussion or as a practical exercise.)

SM701 COURSE EVALUATION

The Supervised Ministries courses are “*Credit*” only courses. Thus the student will be awarded either “*Credit*,” which indicates satisfactory completion of the course requirements, or “*No Credit*,” which indicates failure to complete or unsatisfactory completion of course requirements. The Office of Supervised Ministries has the final responsibility for assigning grades, following appropriate consultation with the faculty resource person, the field supervisor, and the student.

The question of “*Credit*” or “*No Credit*” will be based upon the following:

- Satisfactory completion of 400 hours of ministry involvement in a minimum of ten weeks.
- Submission of all written requirements by due dates;
- Quality of the self-referent cases, the journal and other written materials;
- The field supervisor’s evaluation of the student’s field experience;

The evaluation by the lay committee.

- The student’s own self-evaluation; and
- The faculty resource persons’ evaluation of the involvement in the program as a whole.

Since the Supervised Ministries program is based on an action/reflection model, a satisfactory performance in both of those dimensions in their respective settings (field site and integrative assignments) is essential. There is an interdependence of both components. If either is below standard or significantly weak, the whole of one’s ministry is affected. Likewise, strength in either dimension does not necessarily compensate for weakness in the other. **“*Credit*” or “*No Credit*” is not based upon mathematical averages but upon complementary relationships.** Each responsible party (student, faculty resource leader, parish lay committee and field supervisor) views the experience from a different but valid vantage point. For this reason the reporting of gaps or deficiencies from any one of the three persons is regarded as highly significant in assigning grades.

It is the responsibility of the student to submit the self-evaluation, the parish lay committee evaluation and the field supervisor’s evaluation on schedule according to the course calendar. The evaluation should be **discussed** with the field supervisor before this date and **signed** by both parties.

The official grading policy for Supervised Ministries courses is as follows:

CREDIT: The student has faithfully fulfilled course requirements, has functioned effectively in relation to the learning covenant, and has evidenced facility with the action/reflection process.

CREDIT/NO CREDIT: The student has evidenced weaknesses in professional skills/knowledge, difficulties in interpersonal relationships, or unmet responsibilities. Upon successful completion of an established “*Growth Plan*,” the grade will be changed to “*Provisional Credit*.”

NO CREDIT: The student has failed to meet requirements, has performed unsatisfactorily, has exhibited weakness in the action/reflection process, or has demonstrated other concerns related to this grade.

When “*Credit/No Credit*” (CR/NC) is recommended for a student, the faculty seminar leader must state a set of concerns as reason for the assessment. The student will then be required to fulfill a *Growth Plan* addressing the stated concerns. The student is to initiate the *Growth Plan* process no later than 2 weeks after receiving a grade of “*No Credit*.” A working contract with the student will be drafted with specific objectives to be fulfilled. The contracted experiences must be completed before the end of the following semester. Students may not take another Supervised Ministries course until satisfactory completion of the Growth Plan has taken place. When the *Growth Contract* is successfully completed, the faculty seminar leader will authorize a change of grade from NC (“No Credit”) to PC (“Provisional Credit”).

If inquiries are made by prospective employers, Boards of Ordain Ministries, etc., as to the meaning of PC, the student may request that the Supervised Ministries office send a letter explaining the process and indicating the growth plan which the student subsequently and satisfactorily completed.